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ABSTRACT

The second annual report on freshmen at the College of Staten Island (CSI), City University of New York is presented. Data are largely descriptive and focus on the academic nature of the class. Statistical comparisons to the previous class are included to offer a broad picture. Six sections focus on full-time student profile, full-time student performance, full-time student retention, part-time student profile, part-time student performance, and part-time student retention. Tables include age by gender, comparison by age, high school average, curriculum choices, grades in remedial courses, and retention 1986 and 1987. Three graphs are overall high school average, grade point average (GPA), and GPA and high school average. Significant findings include the following: 89% of all full-time freshmen were under 21 years of age, and 90% lived with their parents; 70% of students who left the college were in academic difficulty after 1 year; retention of 1986 full-time freshmen after 2 years increased 4.2% over the previous 4-year period; there was an 8% increase in Technology/Engineering enrollments in 1987; 50% of part-time students attended classes during the day; and 75% of part-time students in remedial mathematics courses failed. It is noted that CSI is particular in having an island location and having a distinctive emergence as a four-year institution from the merger of already existing upper and lower division colleges. (SM)

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CONTENTS

Full Time Student Profile 1
Full Time Student Performance 7
Full Time Student Retention 13
Part Time Student Profile 17
Part Time Student Performance 17
Part Time Student Retention 18
Conclusions 19

TABLES*

Age by Gender 1
Comparison by Age 2
Some Demographic Data 2
High School Average 3
Comparison of High School Averages 4
EPL and ESL Students 5
FSAP Performance 5
FSAP Performance—First Test Scores 6
Curriculum Choices 8
GPA by Age 9
GPA by High School Average 10
Grades in Remedial Courses 11
FSAP Scores by GPA 13
First Time Freshmen and Persistence 14
Retention by GPA 15
Retention 1986 and 1987 16

GRAPHS*

Overall High School Average 4
Grade Point Average 7
GPA and High School Average 10

*Full Time Population

We are pleased to issue the 1987 Annual Report on Freshmen. The information provided in this report, our analysis, and the conclusions we have drawn are presented in an effort to expand our understanding in the college community about CSI students—who they are and how they perform during the threshhold year in which they are Freshmen. The data are largely descriptive and focus mainly on the academic nature of the class.

In this second annual report we have included statistical comparisons to the previous class where they seemed appropriate in order to present the reader with the broadest possible picture. We also wished to provide access to data we have available that may be of service to individuals in the college community with diverse and specific interests. Information is presented separately for the full time and part time populations.

From an institutional perspective, the section on retention presents our findings concerning the relationship of academic factors to retention and attrition and provides the most recent results of special programs in this area of concern.

We welcome your comments and suggestions.

Elsa Nuñez-Wormack

Elsa Nunez-Wormack
Associate Dean of Faculty

Executive Summary

Following are the most significant findings emerging from the 1987-1988 Annual Report on Freshmen at The College of Staten Island:

FULL TIME STUDENTS

1. 89% of all Full Time Freshmen were under 21 years of age, and 90% lived with their parents.
2. Nearly 50% of full time Freshmen and over 40% of part time Freshmen ended the year in academic difficulty.
3. 70% of students who left the College were in academic difficulty after one year.
4. Freshmen were less well prepared in Math and Science than in any other subjects; 47.6% had Math averages below 70, and 37.4% had Science averages below 70%.
5. Based on high school average, 1987 Freshmen were 3% to 4% less well prepared generally than 1986 students.
6. There was an increase of 5.3% of students passing all three FSAP tests in 1987.
7. Performance on the CWAT improved 11% in 1987 over 1986.
8. Retention of 1986 Freshmen after two years increased 4.2% over the previous four-year period.
9. Retention rates for special programs were consistently higher than the overall College retention rate for both 1986 and 1987.
10. Freshman men were more underprepared in Writing than in other basic skills (39% of men failed the CWAT), and women were more underprepared in Mathematics (54% of women failed the CMAT).
11. The percentage of students eligible for Baccalaureate programs decreased 4% in 1987 from 1986. At the same time, however, there was an increase in the percentage of eligible students who enrolled in Baccalaureate programs.
12. There was an 8% increase in Technology/Engineering enrollments in 1987.

PART TIME STUDENTS

1. 50% of part time students attended classes during the day.
2. 14.5% more part time students failed the CMAT than full time students; this is similar to 1986 (12.3%).
3. 75% of part time students in remedial Mathematics courses failed.
4. 6% more part time students passed the CWAT than full time students.
5. 6% more part time students passed the CWAT in 1987 than in 1986.

FULL TIME STUDENT PROFILE

AGE AND GENDER DISTRIBUTION

1,085 Freshman students were enrolled on a full time basis in Fall 1987, equally distributed between males and females. Most students entered the College immediately or soon after graduation from high school: 71.1% were 18 years old or younger, and 89% were under 20. Women made up a slightly higher percentage of students over 25 years of age. (Table 1)

Comparison to 1986

No major changes occurred with regard to age and gender distribution from 1986 to 1987; the Freshman class continues to be mostly young and made up of as many men as women. Some variations were reported: the 1987 Freshman class compared to 1986 was slightly younger (about 4% more students under 20 years of age), and was comprised of approximately 3% fewer women. (Table 2)

Income, Ethnicity, and Residence

The majority of full time 1987 Freshmen at the College were White (80.4%). Black students comprised 7.6%, while 6.1% were Hispanic, 5.6% Asian, and 0.4% American Indian.

The great majority of students lived with their parents (90.6%). Over half (53.3%) came from families with annual incomes of $24,000 or more. Students living in families with incomes of less than $12,000 made up 20% of the 1987 Freshman class. (Table 3)

ACADEMIC BACKGROUND AND COLLEGE PREPAREDNESS

For the purposes of this report, college preparedness is based on two measures — high school averages, overall, and in five academic areas: English, Mathematics, Science, Social Science, and Foreign Language; and scores on the Freshman Skills Assessment Program (FSAP) tests. The FSAP tests were instituted in all units of The City University of New York in 1978 and are considered at The College of Staten Island to be a measure of general preparedness in basic skills for college-level work. The three FSAP tests include the CUNY Math Assessment Test (CMAT), a test in arithmetic and elementary algebra; the CUNY Writing Assessment Test (CWAT), an essay-type writing test, and the CUNY Reading Assessment Test (CRAT), a forced-choice reading test.

TABLE 1
FALL 1987 FULL TIME FRESHMEN
AGE by GENDER

	17	18	19	20	21-25	26-30	31-35	36-40	> 41	Total
MALES	10	366	68	25	44	8	2	2		525
%	1.9	69.7	13.0	4.8	8.4	1.5	0.4	0.4		49.9
FEMALES	22	350	77	21	26	16	7	4	4	527
%	4.2	66.4	14.6	4.0	4.9	3.0	1.3	0.8	0.8	50.1
TOTAL	32	716	145	46	70	24	9	4	6	1,052
%	3.0	68.1	13.8	4.4	6.7	2.3	0.9	0.4	0.6	

Missing data = 33

High School Averages

Overall

In 1987, more than half of the full time Freshman population (59.3%) entered the College with high school averages between 70 and 79; almost one fourth (24.3%) had overall averages below 70, and only 16.3% of entering students had high school averages of 80 or above. A higher percentage of women (19.2%) had good high school averages (80 or above) than men (13.4%).

When the data are analyzed as a function of English Language background — comparing English as a Second Language (ESL) and English as a Primary Language (EPL) students — the same percentage of each group entered the College with averages of 80 or above. (Table 4)

English

Over half of 1987 incoming full time Freshmen (55.4%) had English grades in the 70-79 range. Women appear to be better high school English students than men, with 36% having averages of 80 and above compared to 19.5%. As might be expected in this subject because of language proficiency differences, the disparity between EPL and ESL students is most evident: 29% of EPL students had high school English averages of 80 and above, compared to 16.4% for ESL students, a difference of 23%.

Mathematics

1987 full time Freshmen were less well prepared in Math than in any other subject. The greatest number of students (47.6%) had high school Math averages below 70. A comparison of EPL and ESL students shows ESL students to be better prepared in high school Math, with 20% having averages of 80 and above compared to 12.7% of EPL students; conversely, 48.3% of EPL students had Math averages below 70, while 41.3% of ESL students had Math grades in this range.

TABLE 2
FALL 1986 AND 1987 FULL TIME FRESHMEN
COMPARISON by AGE

	17	18	19	20	21-25	26-30	31-35	36-40	> 41	Total
FALL 1987	32	716	145	46	70	24	9	4	6	1,052
%	3.0	68.1	13.8	4.4	6.7	2.3	0.9	0.4	0.6	
FALL 1986	38	706	146	59	79	34	14	9	12	1,097
%	3.5	64.4	13.3	5.4	7.2	3.1	1.3	0.8	1.1	

TABLE 3
FALL 1987 FULL TIME FRESHMEN
SOME DEMOGRAPHIC DATA

ETHNICITY	%	INCOME	%	HOUSEHOLD WHERE LIVING	
American Indian	0.4	< 4,000	6.4	With Parents	90.6%
Asian	5.6	4,000-7,999	7.4	Independently	9.4%
Puerto Rican	3.7	8,000-11,999	6.3		
Other Hispanic	2.4	12,000-15,999	7.9		
Black	7.6	16,000-19,999	7.4		
White	80.4	20,000-23,999	11.1	Missing data = 18%	
		> 24,000	53.6		

Science

Fewer than half of 1987 entering students received even average grades in Science (46.9%). Many more had high school Science averages below 70 than in the 80 and above range (37.4% compared to 15.6%, respectively). Again, ESL students were better able to maintain at least average grades in Science than EPL students. While relatively few students in either category had Science averages over 80, almost 10% more EPL students had Science grades below 70.

Social Science

In Social Science, 49.8% of 1987 Freshmen had average high school grades. No notable differences in grade distribution were indicated between the EPL and ESL populations or between males and females.

TABLE 4
FALL 1987 FULL TIME FRESHMEN
HIGH SCHOOL AVERAGE

	Overall	English	Math	Natural Science	Social Science	Foreign Language
< 59	0.1	0.8	5.8	2.1	0.8	3.6
60-69	24.2	15.9	41.8	35.3	21.5	26.2
70-79	59.3	55.4	38.5	46.9	49.8	39.4
80-89	13.8	24.3	11.3	12.4	23.5	23.8
> 90	2.5	3.6	2.6	3.2	4.4	7.1
MEANS	73.8	75.6	70.8	71.9	75.1	74.7
MALES						
< 69	24.9	18.7	48.6	35.4	18.7	35.4
70-79	61.7	61.9	38.9	47.7	52.9	39.8
80-89	11.2	16.1	10.6	13.2	23.9	20.1
> 90	3.0	3.4	1.9	3.8	4.4	4.7
FEMALES						
< 69	23.8	14.9	46.8	39.5	25.8	24.1
70-79	57.0	49.1	38.0	46.4	46.6	39.0
80-89	16.4	32.3	12.0	11.5	23.1	27.5
> 90	2.8	3.8	3.3	2.6	4.4	9.4
EPL						
< 69	24.8	16.8	48.3	38.7	22.2	31.4
70-79	59.3	54.1	39.0	46.6	50.6	39.3
80-89	13.5	25.2	10.5	11.5	22.6	23.3
> 90	2.4	3.8	2.1	3.2	4.5	5.9
ESL						
< 69	21.1	19.4	41.3	29.9	23.8	19.7
70-79	63.2	64.2	38.7	52.9	48.9	36.8
80-89	12.6	14.9	16.0	14.9	25.0	31.6
> 90	3.2	1.5	4.0	2.3	2.3	11.8

TABLE 5
FALL 1986/1987 FULL TIME FRESHMEN
COMPARISON of HIGH SCHOOL AVERAGES

FALL 1986	Overall	English	Math	Science	Social Science	Foreign Language
MALES						
< 69	24.2	18.1	42.8	33.7	20.5	37.6
70-79	58.9	58.2	41.1	48.6	48.5	40.6
80-89	13.8	19.6	12.3	14.2	25.9	18.3
> 90	3.1	4.1	3.8	3.5	5.2	3.6
FEMALES						
< 69	16.8	9.7	41.4	32.9	21.8	21.2
70-79	60.0	53.4	36.2	46.7	49.2	41.0
80-89	20.2	33.0	19.9	17.6	23.9	27.6
> 90	3.0	3.9	2.6	2.8	5.0	10.3
FALL 1987						
MALES						
< 69	24.9	18.7	48.6	35.4	18.7	35.4
70-79	61.7	61.9	38.9	47.7	52.9	39.8
80-89	11.2	16.1	10.6	13.2	23.9	20.1
> 90	2.2	3.4	1.9	3.8	4.4	4.7
FEMALES						
< 69	23.8	14.9	46.8	39.5	25.8	24.1
70-79	57.0	49.1	38.0	46.4	46.6	39.0
80-89	16.4	32.3	12.0	11.5	23.1	27.5
> 90	2.8	3.8	3.3	2.6	4.4	9.4

Foreign Languages

Students with averages of 70 to 79 in this as in other subjects comprised the largest group (39.4%). Approximately the same number of students entered the College with Foreign Language grades below average (29.8%) than with grades of 80 and above (30.9%). There was a significant difference in grades in Foreign Language between male and female students: more male students (35.4%) had averages below 70 than females (24.1%), while more females (36.9%) had grades of 80 and above than males (24.8%). ESL students had significantly better high school Foreign Language averages than EPL students; 43.4% of ESL students obtained averages of 80 and above compared to 29.2% of EPL students.

Comparison to 1986

In general, 1987 Freshmen entered the College 3 to 4 percentage points less well prepared than those of 1986. In 1986, 20.3% had high school grades below 70, while in 1987, 24.3% of Freshmen had averages in this range. In both years most entering students had averages in the 70 to 79 range, and their proportion to the class as a whole remained the same. The drop in academic preparedness in 1987 was consistent over all subject areas except Social Science, where performance was only 2% lower, and Foreign Languages, where no significant differences were reported. (Table 5)

When comparing EPL and ESL students from 1986 to 1987, significant differences occur in the above average group. In 1986, 19% of EPL and 26.7% of ESL students entered with averages of 80 or above. In 1987, however, 15.9% of EPL and 15.8% of ESL students, had overall high school averages in this range, a drop of 11% in the ESL group. There was a corresponding increase in the ESL group entering with overall averages below 70. (Table 6)

TABLE 6
FALL 1986 AND 1987 FRESHMEN
EPL and ESL STUDENTS

	FALL 1986		FALL 1987	
	EPL %	ESL %	EPL %	ESL %
< 69	20.6	18.1	25.2	21.1
70-79	61.2	55.2	59.3	63.2
80-89	16.2	18.1	13.1	12.6
> 90	2.1	8.6	2.4	3.2

FSAP SCORES

Over half of the 1987 full time Freshman population failed one or a combination of two Assessment tests. The next largest group, 38.1%, passed all three tests the first time, while 11% failed all three tests.

When comparing men and women, it was found that 3.5% more men than women passed all three tests on their first attempt, and 2.9% more women failed all three tests. (Table 7) Men performed significantly better in Math, where 62.8% of men passed compared to 46% of women, a difference of 16.8%; in Reading, 78% of men compared to 72% of women passed. Women performed 15% better in Writing, with 76% of women passing compared to 61% of men. (Table 8)

Differences in performance on FSAP tests between the ESL and EPL populations with regard to other academic indices will be discussed in the next section.

Comparison to 1986

Although high school averages were generally lower, test performance in Writing increased over 11 points in 1987. Math test performance remained relatively stable, while Reading scores were 5.2% lower in 1987 than in 1986.

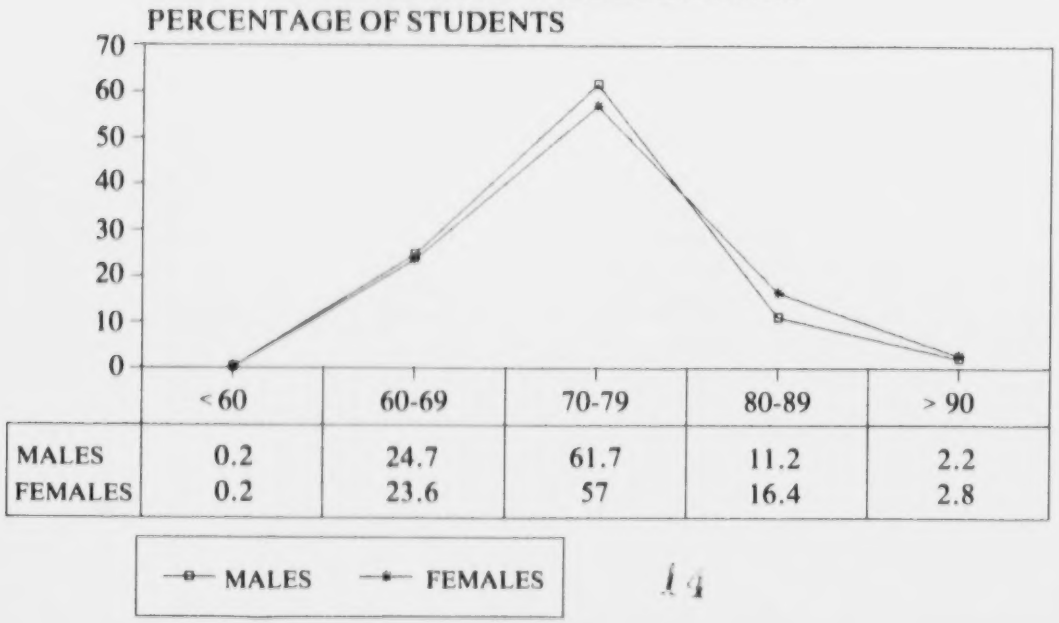
TABLE 7
FALL 1987 FULL TIME FRESHMEN
FSAP PERFORMANCE

	Failed							Passed	
	Math	Reading	Writing	Rdg/Wrtg	Rdg/Mth	Wrtg/Mth	All 3	All 3	Total
MALES	78	13	72	33	17	46	49	204	512
Row %	15.2	2.5	14.1	6.4	3.3	9.0	9.6	39.8	
Col %	37.0	39.4	82.8	71.7	26.2	58.2	43.4	52.3	50.0
FEMALES	133	20	15	13	48	33	64	186	512
Row %	26.0	3.9	2.9	2.5	9.4	6.4	12.5	36.3	
Col %	63.0	60.6	17.2	28.3	73.8	41.8	56.6	47.7	50.0
TOTAL	211	33	87	46	65	79	113	390	1,024
Row %	20.6	3.2	8.5	4.5	6.3	7.7	11.0	38.1	

TABLE 8
FALL 1987 FULL TIME FESHMEN - FSAP PERFORMANCE
FIRST TEST SCORES

	MATH		READING		WRITING	
	Passed	**Failed**	**Passed**	**Failed**	**Passed**	**Failed**
MALES	323	191	400	112	314	202
Row %	62.8	37.2	78.1	21.9	60.9	39.1
FEMALES	235	281	368	147	388	125
Row %	45.5	54.5	71.5	28.5	75.6	24.4
TOTAL	558	472	768	259	702	327
Row %	54.1	45.8	74.8	25.2	68.2	31.8
EPL	463	386	679	168	611	241
Row %	54.5	45.5	80.1	19.8	71.7	28.3
ESL	61	53	40	76	39	75
Row %	53.5	46.5	54.5	45.5	34.1	65.9
TOTAL	524	439	719	244	650	316
Row %	54.5	45.6	74.7	25.3	67.5	32.5

Figure 1
Fall 1987 Full Time Freshmen
OVERALL HIGH SCHOOL AVERAGE



	< 60	60-69	70-79	80-89	> 90
MALES	0.2	24.7	61.7	11.2	2.2
FEMALES	0.2	23.6	57	16.4	2.8

14

FULL TIME STUDENT PERFORMANCE

CURRICULUM CHOICES

In Fall 1987, 84.8% of all full time Freshmen enrolled in Associate degree programs and 14.8% enrolled in Baccalaureate programs. Less than 1% of full time incoming students chose programs awarding a Certificate. (Table 9)

Acceptance into Baccalaureate degree programs is contingent upon satisfying one of two academic criteria: an overall high school average of 80 or above, or a high school graduation ranking within the top one third of the graduating class. Based on this entry requirement, it is estimated that an additional 4% to 5% of students entering the College in 1987 qualified for Baccalaureate degree programs but chose to enroll in Associate degree programs.

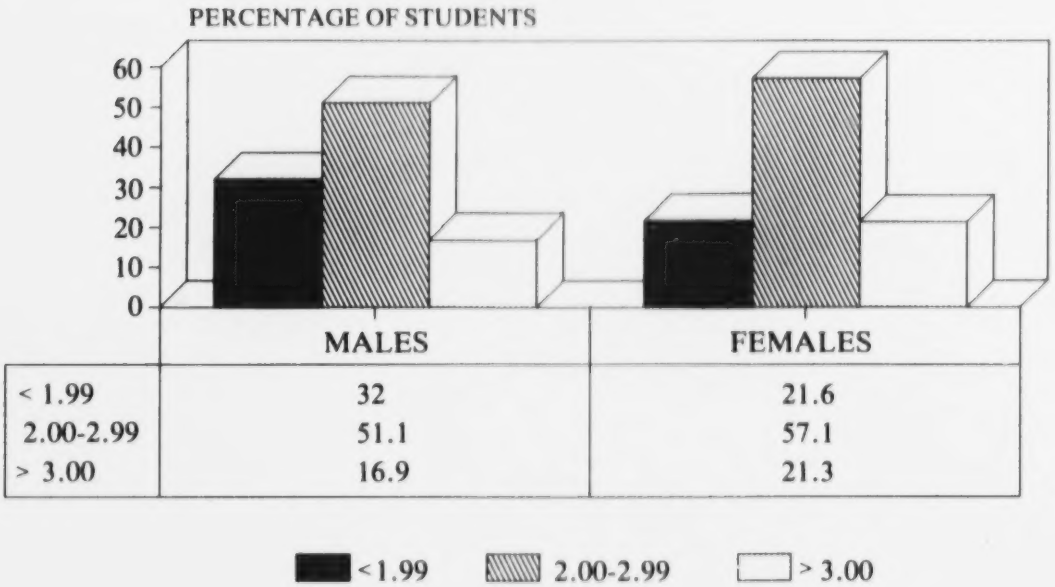
The following is a breakdown of 1987 Freshmen enrollments in various curriculum clusters:

Liberal Arts	41.2%
Business	28.6%
Technology / Engineering	17.7%
Health-Related Curriculums	9.3%
Natural Sciences	2.7%
One Year Certificate Programs	.5%

Comparison to 1986

Approximately 3% fewer students in 1987 entered Associate degree programs than in 1986, while enroll-

Figure 2
1986 Full Time Freshmen in Fall 1988
GRADE POINT AVERAGE



	MALES	FEMALES
< 1.99	32	21.6
2.00-2.99	51.1	57.1
> 3.00	16.9	21.3

Source: DFP

ments in Baccalaureate programs increased 4.5%. In 1986, only half of the students who were qualified to enter Baccalaureate programs actually did so (20.2% compared to 10.2%). Based on high school averages alone, this changed substantially in 1987: while fewer students qualified to enroll in Baccalaureate programs (16.3%), almost all those who qualified did so (14.8%).

Shifts in enrollment choices are apparent in two curriculum clusters: students choosing Technology or Engineering curriculums increased nearly 8% in 1987, while slightly fewer students chose Liberal Arts fields (41.2%, compared to 45.8% in 1986). The distribution of students in other curriculum clusters remained relatively stable. (Table 9)

TABLE 9
FALL 1986 AND 1987 FULL TIME FRESHMEN
CURRICULUM CHOICES

Current Curriculum	1987 #	1987 %	1986 %	All Full Time Undergraduates 1987 %
ASSOCIATE				
NS - Liberal Arts	372	40.5	37.1	34.3
BX - Business Transfer	152	16.5	16.1	14.0
BT - Business	117	12.7	13.6	10.8
NP - Pre Nursing	76	8.3	11.8	7.0
C1 - Pre Computer Technology	72	7.8	6.5	6.6
PE - Engineering Science	22	2.4	2.5	2.0
AC - Pre Architecture	22	2.4	2.2	2.0
ET - Electrical Technology	20	2.2	1.8	1.8
PS - Science PS	17	1.8	0.9	1.6
M1 - Pre Medical Lab Technology	16	1.7	1.8	1.5
CC - Child Care	9	1.0	0.7	0.8
CT - Civil Technology	7	0.8	0.7	0.6
EH - Electro-Mechanical Technology	6	0.7	0.5	0.6
MT - Mechanical Technology	4	0.4	0.6	0.4
CQ - Computer Tech - Maintenance	2	0.2	1.3	0.2
MG - Industrial Mgmt Technology	2	0.2	0.3	0.2
SY - Science Lab Technology	2	0.2	0.2	0.2
CO - Liberal Arts/Comm Service	1	0.1		0.1
TOTAL	919	100.0		84.8
BACCALAUREATE				
LA - Liberal Arts/Science	74	46.3	47.8	6.8
BG - Business	41	25.6	24.2	3.8
C2 - Pre Computer Science	32	20.0	12.5	3.0
ES - Engineering Science	8	5.0	8.1	0.7
LS - Liberal Arts/Science	3	1.9	5.9	0.3
CS - Computer Science	2	1.3		0.2
TOTAL	160	100.0		14.8
CERTIFICATE				
MA - Medical Asst CE (RT)	3	60.0		0.3
MI - Industrial Mgt CE (RT)	2	40.0		0.2
TOTAL	5	100.0		0.5
All Full Time Undergraduates:	1,084			100.0

National Trends

In a nation-wide survey of two and four-year higher education institutions, Alexander Astin[1] reported national trends in curriculum choices that show a general increase in business-related enrollments, and decreases in enrollments in computer-related, nursing, and education curriculums. Higher proportions of Freshmen at The College of Staten Island enrolled in business and computer-related fields than the national average; 31.2% of men and 28.6% of women at CSI enrolled in business curriculums compared to 27% of men and 22% of women nationally. Also, 10.8% of 1987 Freshman males at The College of Staten Island and 4.1% of females enrolled in computer-related curriculums, compared to 3.7% and 1.8% nationally. In nursing, 12.3% of 1987 Freshman women, compared to 4% nationally, enrolled. With regard to engineering, percentages remain especially low. At The College of Staten Island, 4% of men chose engineering compared to 15.2% nationally; and 0.8% of CSI women enrolled in engineering, compared to 2.6% of women nationally.

FSAP SCORES AND HIGH SCHOOL AVERAGE

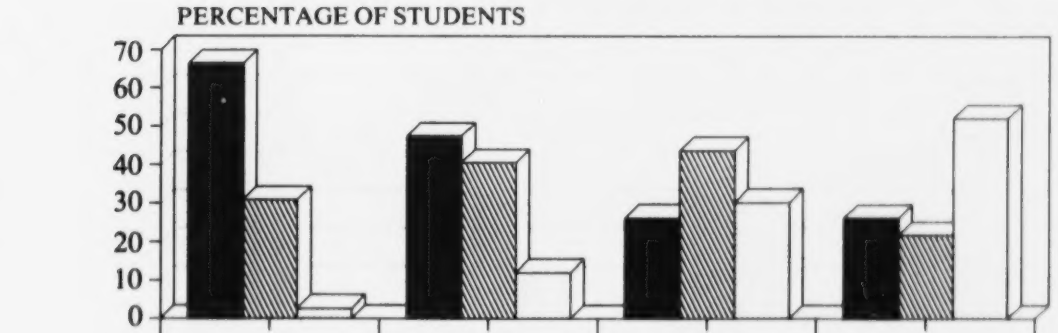
Although 83.3% of 1987 incoming Freshmen had high school English averages of 70 and above, only 68% passed the FSAP in Writing, and 75% passed the FSAP in Reading. Students with high school Math averages of 70 and above comprised 52.4% of 1987 Freshmen, and 54% passed the FSAP in Math. These findings are similar to those for 1986. Average to good high school grades do not correlate closely with successful performance on the FSAP tests in Reading and Writing. (Tables 4 and 8)

As may be expected, Reading and Writing FSAP tests prove more difficult for the ESL population to pass than for EPL students relative to their high school averages. In high school English, 80.6% of entering ESL students had averages of 70 and above, only 2.5% fewer than the EPL group, indicating that the two groups are comparable with regard to academic preparation. When ESL students took the FSAP tests in Reading and Writing, however, 37.6% fewer passed the Writing tests and 25.6% fewer passed the Reading test than EPL students. These findings are not consistent for Mathematics: 7% of ESL students entered the College better prepared in Math than EPL students; however, performance on the FSAP test was similar. (Tables 4 and 8)

Comparison to 1986

In 1986, 86.4% of incoming Freshmen had English averages of 70 and above, while in 1987, 83.3% had averages in this range. In the area of Writing, however, the better preparation of 1986 Freshmen does not correspond to higher FSAP scores; in 1986, only 56.8% of incoming Freshmen passed the FSAP in Writing, for a difference of 30 points, compared to a 15 point difference in 1987. 1987 Freshmen with comparable high school averages were better writers. There was no change in the correlation between grades and FSAP performance with regard to Reading: in 1986 a differ-

Figure 3
Fall 1987 Full Time Freshmen
GPA AND HIGH SCHOOL AVERAGE



	< 69	70-79	80-89	> 90
< 1.99	66.4	47.5	26.2	26.1
2.00-2.99	30.9	40.5	43.7	21.7
> 3.00	2.7	12	30.2	52.2

[1]Astin, A.W., The American Freshman: National Norms for Fall 1985, (Los Angeles: Higher Education Institute, UCLA), 1985

TABLE 10
1987 FULL TIME FRESHMEN
GPA by AGE

	17	18	19	20	21-25	26-30	31-35	36-40	>41	Total
< 1.99	13	340	90	24	27	10	3	1	2	510
Row %	2.5	66.7	17.6	4.7	5.3	2.0	0.6	0.2	0.4	
Col %	40.6	47.5	62.1	52.2	38.6	41.7	33.3	25.0	33.3	48.5
2.00-2.99	14	293	40	13	22	5	5	2	2	396
Row %	3.5	74.0	10.1	3.3	5.6	1.3	1.3	0.5	0.5	
Col %	43.8	40.9	27.6	28.3	31.4	20.8	55.6	50.0	33.3	37.4
> 3.00	5	83	15	9	21	9	1	1	2	146
Row %	3.4	56.8	10.3	6.2	14.4	6.2	0.7	0.7	1.4	
Col %	15.6	11.6	10.3	19.6	30.0	37.5	11.1	25.0	33.3	13.8
TOTAL	32	716	145	46	70	24	9	4	6	1,052
Row %	3.0	68.1	13.8	4.4	6.7	2.3	0.9	0.4	0.6	

TABLE 11
FALL 1987 FULL TIME FRESHMEN
GPA by HIGH SCHOOL AVERAGE

High School Average	< 69	70-79	80-89	> 90	Total
GPA					
< 1.99	148	258	33	6	445
Row %	33.3	58.0	7.4	1.3	
Col %	66.4	47.5	26.2	26.1	48.6
2.00-2.99	69	220	55	5	349
Row %	19.8	63.0	15.8	1.4	
Col %	30.9	40.5	43.7	21.7	38.1
> 3.00	6	65	38	12	121
Row %	5.0	53.7	31.4	9.9	
Col %	2.7	12.0	30.2	52.2	13.2
TOTAL	223	543	126	23	915
Row %	24.4	59.3	13.8	2.5	

Missing data = 138

ence of more than 8 points remained between students who had average or better grades in English and those who passed the FSAP in Reading, and this was virtually the same difference indicated for 1987. While the better prepared 1986 students were much less successful on the Writing test than the 1987 students, both cohorts were much better at Reading than at Writing.

1986 Freshmen were also somewhat better prepared in Math, with 5.6% more students entering with averages of 70 or above. FSAP performance, however, does not reflect that difference. Almost the same percentage of students passed the FSAP in Math in 1987 as in 1986. (See 1986 Annual Report on Freshmen.)

FSAP SCORES AND GRADE POINT AVERAGE

Performance on FSAP tests is used at the College to indicate readiness for college-level work. Although a positive correlation between these two factors is demonstrated in Table 10, the percentages of students who either succeed or have difficulty in coursework independent of FSAP test performance are too great to permit broad inferences to be drawn based on this factor alone. Approximately three-fourths of students who passed all three Assessment tests were in good academic standing with grade point averages of 2.0 or higher one year later. However, success on FSAP tests

TABLE 12
1987 FULL TIME FRESHMEN
GRADES in REMEDIAL COURSES

Course	P	F	W	I	WU	Total
EPL WRITING	128	12	6	2	12	160
%	80.0	7.5	3.8	1.3	7.5	
EPL READING	79	3	2	3	8	95
%	83.2	3.2	2.1	3.2	8.4	
ESL SPEECH	18	2	1		2	23
%	78.3	8.7	4.3		8.7	
ESL WRITING	42		2	2		46
%	91.3		4.3	4.3		
ESL READING	41	4	3		4	52
%	78.8	7.7	5.8		7.7	
Subtotal	308	21	14	7	26	376
%	81.9	5.6	3.7	1.9	6.9	
MATH 010	132	102	23	32	36	325
Row %	40.6	31.4	7.1	9.8	11.1	
MATH 020	53	67	29	4	17	170
Row %	31.2	39.4	17.1	2.4	10.0	
MATH 025	81	58	23	1	19	182
Row %	44.5	31.9	12.6	0.5	10.4	
MATH 030	10	14	5	0	7	36
Row %	27.8	38.9	13.9	0.0	19.4	
Subtotal	276	241	80	37	79	713
Row %	38.7	33.8	11.2	5.2	11.1	

alone can not be said to predict accurately academic success, since in 25% of all cases, students who passed all three tests achieved grade point averages below 2.0 one year later. This finding is even more significant for men, where 28.1% who passed all three tests ended the year on academic probation, compared to 21.7% of women with comparable FSAP performance.

The reverse is perhaps even more notable because the percentages involved are so much higher and because policy decisions are more likely to affect this group: more than half of women who failed all three tests (55%), and 34.8% of men who failed, went on to achieve GPAs of 2.0 or better the first year. Consequently, failing the FSAP tests is also not an accurate predictor of academic difficulty. These findings are consistent with findings for 1986; neither passing nor failing the FSAP tests by itself accurately predicted performance in college-level work.

While FSAP test performance roughly correlates with college success, other factors evidently play some role.

GRADE POINT AVERAGE AND AGE

Significant correlations between grade point average and age can not be made since nearly 893 full time incoming Freshmen, or 85%, were under 20 years old, and only 159 students were older. Broadly speaking, however, there is a general tendency for the percentage of students on academic probation to decrease as age increases. However, above-average GPAs do not consistently increase throughout all age ranges.

It is significant to note that for students 17 through 30 years old, 98% of all full time Freshmen, nearly half ended the year on academic probation. (Table 10)

HIGH SCHOOL AVERAGE AND GRADE POINT AVERAGE

The correlation between students' overall high school average and their ability to do first year college-level work with at least minimum success is approximate. About three-fourths of students who had *good* high school averages, 80 and above, were able to achieve GPAs of 2.0 or better in college, and at the other end of the scale, two-thirds of students who came to the College with averages of 70 or below were placed on academic probation after their first year. For students who received average grades in high school, however, performance in college can be less clearly predicted. Slightly more than half received GPAs of 2.0 or higher.

At the same time, it is interesting to note that one-fourth of students who entered with good high school averages did *not* achieve minimum GPAs of 2.0. The reverse is also significant: over 33% of students who entered with averages below 70 achieved GPAs of 2.0 or higher. (Table 11)

All these findings were similar to those for comparable groups in 1986. As in the case of FSAP scores, high school average per se is not a clear predictor of academic success or difficulty.

REMEDIAL PROGRAMS

Students who do not pass the FSAP test in Reading, Writing, or Mathematics may choose from a full range of remedial courses offered each semester. In Fall 1987, 25% of the full time population failed the Reading test, and approximately 60% enrolled in remedial Reading courses during the first year. In Writing, 32% failed the FSAP test and about 66% of those students enrolled in remedial Writing. For Mathematics, more than 75% of the 46% who failed the test enrolled in a remedial Math course during the first year.

In order to obtain a passing grade in remedial Mathematics courses, in addition to successfully completing coursework, students are required to pass the FSAP in Math either as a pre-requisite or at the end of the course; 38.7% of students in remedial Mathematics courses in 1987-1988 passed. In remedial Reading and Writing courses, a passing mark on the FSAP test is not a requirement for passing the course, although students take the tests periodically; approximately 83% of students enrolled in remedial Reading and Writing courses passed.

The percentage of students passing remedial Reading and Writing courses, including both EPL and ESL classes, was approximately 3% higher in 1987 than in 1986. In Mathematics, 38.7% of students passed remedial courses in 1987, compared to 44.3% in 1986, a decrease of 5.4%. (Table 12)

The effectiveness of remedial programs on the long term retention and academic success of students is being followed in longitudinal studies, and will be provided in future reports.

FULL TIME STUDENT RETENTION

RETENTION RATES

In Fall 1987, there were 1,085 full time students; one year later, 67.7% returned to the College either full time or part time. Of these original 1,085 full time students, 12%, or 130, returned part time; in 1986, students who changed status from full time to part time represented approximately 9.5% of the 1,100 full time registrants.

Table 14* shows the persistence rates for all CSI Freshmen, full and part time combined, over 12 semesters. Freshmen entering the College in 1986 have persisted at a rate of 42.4% after two years. Despite some fluctuation from year to year, it is clear from Table 14 that the overall trend since 1981 has been toward increasing retention, and the improvement over previous years shown for 1986 and 1987 Freshmen, especially as semesters advance, is notable.

Retention and FSAP Scores

As in 1986, findings for 1987 indicate that the risk of not returning to College after the first year increases significantly for students who fail all three FSAP tests. Of those who failed, 55.7% returned, whereas of those who passed all three tests, 64.8% returned. More men than women are affected by poor performance on the FSAP tests by 15.6%. (Table 13)

Retention and Grade Point Average

Grade point average is a major factor for 1987 Freshmen in the decision to leave the College: 70.7% of full time students who did not return to the College in 1988 left with GPAs of 1.9 or lower. Of the 1987 students who did not return, 24.4% had achieved GPAs between 2.0 and 2.9; and 4.8% held a 3.0 or higher.

As these data suggest, the risk of leaving the College increases as GPA decreases. Of all full time students who had GPAs of 1.9 or lower after the first year, 47.7% did not return in 1988; 21% of those with GPAs between 2.0 and 2.9 did not return; and 10.9% of the students who achieved 3.0 or higher did not register one year later. (Table 15)

SPECIAL PROGRAMS (Table 16)

Collegiate Science and Technology Entry Program (C-STEP)[1]

This program supports minority and disadvantaged students in curriculums related to science and technology. Special workshops, tutoring, career counseling, and guest lectures are provided. In 1987-1988, 80 students were enrolled in the program, 53 of whom were Freshmen. Of these, 39 students, or 73.6%, returned to the College in Fall 1988.

TABLE 13
FALL 1987 FULL TIME FRESHMEN
RETENTION in FALL 1988
FSAP SCORES by GPA

	< 1.99	2.00-2.99	> 3.00	Returned 1988	First Registered 1987
FEMALES	28	62	39	129	186
Passed 3	21.7	48.1	30.2	40.8	69.4
FEMALES	18	16	6	40	64
Failed 3	45.0	40.0	15.0	12.7	62.5
MALES	35	61	28	124	204
Passed 3	28.1	49.2	22.6	39.2	60.8
MALES	15	6	2	23	49
Failed 3	65.1	26.1	8.7	7.3	46.9

*This data was provided by the Office of Institutional Research.
[1]Supporting data available through the Office of Freshman Programs

The Exemplary Program — 1987-1988[3]

With funding received again in 1987 from the City University of New York, the Exemplary Program studied the effect on retention of two semesters of intensive academic advisement to 402 students, 37% of the total entering full time Freshman class. In 1987, students were selected from among those enrolled in 100-level courses across the curriculum, and they met with advisors participating in the program. The approach to advisement was active and in depth. Of students participating in the program, 67.6% returned in 1988.

Freshman Year Transition Program —1987-1988[4]

The Freshman Year Transition Program supports students who have yet to pass the FSAP test in Reading although they may have completed the sequence of developmental courses. The program offers 100-level content courses taught by specially trained faculty who design and teach the courses with an emphasis on reading. The courses are also expanded to provide additional hours each week devoted to reading comprehension in the content area. In 1987-88, 24 students participated, 58% of whom were Freshmen. Of all participating students, 58.3% returned to the College, registering for classes one year later. Of those who came back, 71.4% were in good academic standing; virtually all of the students who did not return to the College left on academic probation. With regard to reading performance, the program was highly successful: 15 of 17 students who had failed the FSAP in Reading before the program began improved their reading scores significantly and passed the test at the end of the Fall semester.

Freshman Workshop Program — 1987-1988[5]

This program was developed for students who fail both the Reading and Writing FSAP tests. The program offers a block of three courses that includes a Freshman Workshop Seminar in a content area, a remedial Reading course, and a remedial Writing course. The block may be combined with other courses in the student's schedule or may comprise the entire schedule for the semester. Instructors of the block courses meet regularly to confer. Of the 57 Freshmen in the 1987 program, 68.4% were retained at the College; 59% were in good academic standing. Within the first year, 92.4% passed the FSAP in Reading, and 84.6% passed the Writing test.

TABLE 14
FIRST TIME FRESHMEN[+] AND PERSISTENCE[*]

YEAR OF ENTRY / SEMESTER	2	3	4	5	6	7	8	9	10	11	12
Fall 1981	73.1	56.4	46.2	37.0	34.0	28.2	27.0	24.7	24.8	23.2	22.9
Fall 1982	76.4	54.7	48.0	37.7	34.3	30.2	28.5	25.1	25.0	23.4	23.6
Fall 1983	78.3	58.7	52.1	40.0	37.6	30.4	29.6	26.3	25.5		
Fall 1984	78.3	58.8	51.6	40.9	38.2	33.5	32.3	30.2			
Fall 1985	78.6	57.5	50.5	39.8	37.3	32.2					
Fall 1986	79.3	60.2	53.6	42.4							
Fall 1987	80.2	64.2									

[+] Full and part time

***Persistence = Number of students registered + number of students graduated (first degree only).**

Data provided by the Office of Institutional Research.

[3]Ibid
[4]Ibid
[5]Ibid

Pre-Freshman Summer Immersion Program — 1987[6]

1987 marked the third year of this CUNY-funded program for incoming Freshmen who failed one or more of the FSAP tests. This six-week, tuition-free program offered eligible Freshmen intensive classes in English skills or mathematics, as well as counseling and advisement. Of EPL students, 44% passed the FSAP in Reading and 75% passed the FSAP in Writing. Of ESL students, 28% passed the Reading and another 55% progressed to a higher level; while 46% passed the Writing test and an additional 46% progressed to a higher level. Approximately 90% of the mathematics students passed the FSAP in Math.

Of the 161 students who participated in this program in the summer of 1987, 77% (127) registered in Fall 1987; one year later, 66.9% (85) registered. Retention rates for students who participated in the 1986 program continued to be above average compared to the general College population. Of the 104 students who participated in the 1986 program, approximately 90% (93) enrolled in courses in Fall, 1986; 60.2% (56) of these students returned in Fall, 1987; and 43% returned in Fall, 1988.

Special Services for the Disadvantaged — 1987-1988[7]

In its fourth year, this federally funded student support services program provided intensive academic advisement, counseling, basic skills instruction, and tutorials to 210 educationally and economically disadvantaged and disabled students. One quarter (52) of the eligible participants were first time Freshmen. Of the Fall 1987 group, 84% (40) re-enrolled in Fall 1988. Overall, 174 of the 210 1987-1988 participants, or 83%, re-enrolled in Fall 1988 or graduated. Of the Fall 1986 first time Freshmen who participated in the 1986-1987 Special Services Program, 51% re-enrolled in Fall 1988.

Vocational Education Program — 1987-1988[8]

The Academic Skills Center for Career Students provided academic advisement, EPL and ESL instruction, and tutorial services in mathematics for 175 academically disadvantaged students enrolled in two-year AAS degree programs. One third (57) of the eligible participants were first time Freshmen. Of the Fall 1987 group, 76% (42 students) re-enrolled in Fall 1988. Of the Spring 1988 group, 80% (15 students) either re-enrolled in Fall 1988 or graduated.

TABLE 15
FALL 1987 FULL TIME FRESHMEN
RETENTION by GPA

RETURNED	< 1.99	2.00-2.99	> 3.00	TOTAL
MALES	145	161	53	359
%	40.4	44.8	14.8	49.0
FEMALES	128	161	85	374
%	34.2	43.0	22.7	51.0
TOTAL	273	322	138	733
%	37.2	43.9	18.8	
NOT RETURNED				
MALES	143	48	7	198
%	72.1	24.0	3.8	56.1
FEMALES	106	39	9	154
%	68.7	25.2	6.1	43.9
TOTAL	249	86	17	352
%	70.7	24.4	4.8	
TOTALS	522	408	155	1,085
%	48.1	37.6	14.3	

[6]Ibid
[7]Ibid
[8]Ibid

TABLE 16
1986 and 1987 RETENTION

ALL STUDENTS	FALL 1986	FALL 1987	FALL 1988
FALL 1986			
Full Time	1,095	665	446
%		60.8	40.7
Part Time	310	132	175
%		42.6	56.5
FALL 1987			
Full Time		1,085	735
%			67.7
Part Time		321	169
%			52.7
STUDENTS IN SPECIAL PROGRAMS			
C-Step - 1987		53	39
%			73.6
Exemplary Advisement 1986	451	300	220
%		66.6	48.5
Control 1986	423	261	177
%		61.7	41.8
Exemplary Advisement 1987		398	269
%			67.6
Control 1987		701	467
%			66.6
Freshman Workshop 1987		57	39
%			68.4
Special Services 1986	210	169	105
%		80.5	50.0
Special Services 1987		210	175
% Includes 5 Graduates			83.3
Summer Immersion 1986	93	57	40
%		61.3	43.0
Summer Immersion 1987		127	85
%			66.9
Vocational Education 1987		175	125
% Includes 3 Graduates			71.4

PART TIME STUDENT PROFILE

AGE AND GENDER DISTRIBUTION

Full and part time status is computed each semester at The College of Staten Island. Students who register for 11 equated credits or fewer are considered part time. Of the entire 1987-1988 Freshman population, 321 students, or 22.8% of all those enrolled, were part time. Of these, 62.4% were female and 37.6% were male. Part time status is not determined by day time, evening, or weekend attendance; roughly 50% of part time students attend classes during the day.

Almost half of all students attending part time were 20 years old or younger (46.4%), and 36% were 26 or older. In the latter group, nearly twice as many women enrolled as men (43.9% and 23.8%, respectively). The 1987 part time population was similar to that of 1986 with respect to age and gender distribution.

ACADEMIC BACKGROUND AND COLLEGE PREPAREDNESS

The academic background of part time Freshman students is consistent with that of full time students: the largest group (59.8%) entered the College with overall high school averages between 70 and 79; 18.6% had averages of 80 and above; and 21.6% enrolled with high school averages of 70 or below.

The proportion of ESL students in the part time population was roughly the same as in the full time group, but showed an increase over last year of almost 5%.

On FSAP tests taken for the first time, the percentage of part time students who passed all three tests was 10 points lower than for full time students. Part time students passed the FSAP in Reading at a somewhat greater rate (2%) than full time students; in Writing, 6% more part time students passed. However, only 40% of part time students passed the FSAP in Math, compared to 54% of full time students.

These findings vary somewhat from 1986, indicating a drop of 8.2% in Reading, and an increase of 10% in Writing pass rates. The difference in performance between full and part time students on the Math test remained stable from 1986 to 1987.

PART TIME STUDENT PERFORMANCE

CURRICULUM CHOICES

Ninety-three per cent of part time students enrolled in Associate degree programs, approximately 8% more than students attending full time. As in the full time population, the highest enrollments were in the Business and Liberal Arts curriculums, although the proportions were somewhat different: 34.2% enrolled in Business, compared to 28% of full time students; and 32.3% enrolled in Liberal Arts, compared to 41% full time. In 1986, enrollment percentages were almost reversed for these two curriculums, indicating increased interest in Business among part time students.

FSAP SCORES AND HIGH SCHOOL AVERAGE

The distribution of high school averages in Mathematics and English was approximtely the same as in the full time population. Performance on the FSAP test in Reading was similar, with 77% of part time students passing; Writing performance among part time students, however, was 6 points higher than for full time students, at 74%; this improvement was also found when 1987 part time students were compared to the 1986 group. In Mathematics, 40% of students passed the FSAP, 14% fewer than full time students.

HIGH SCHOOL AVERAGE AND GPA

1987 part time Freshmen with high school averages of 80 and above had GPAs in roughly the same distribution as full time students. For those entering the College with averages below 80, a smaller percentage (10%) ended the year on academic probation. Compared to 1986, fewer part time Freshmen (5% - 10%) ended the year with GPAs of 1.9 or lower.

AGE AND GPA

As in the full time population, there is a tendency for higher GPAs to be more prevalent among older students; 70.4% of students with 3.0 or better were 26 years old or over. Among students on probation, 64.7% were between 17 and 19 years of age.

REMEDIAL PROGRAMS

As in 1986, part time students requiring remediation did not enroll in remedial courses during the first year at the same rate as full time students. Among students who failed the FSAP test in Writing, 48% enrolled in a remedial Writing course; 45% enrolled in the needed Reading course; and 50% registered for the required Math course. Of students taking the remedial courses, however, passing rates for Reading and Writing were higher among the part time population: 95% of those enrolled in remedial Reading and Writing passed, compared to 83% of full time students. In Mathematics the situation is reversed, however; only about 25% of part time students in remedial Math classes passed the course, compared to 40% of full time students.

1987 part time students also performed better in remedial Reading and Writing courses when compared to 1986, but did less well in Mathematics.

PART TIME STUDENT RETENTION

Of the 321 students who registered part time in 1987, 52.7% returned to the College in Fall 1988. It is interesting to note that of the 169 returning students, 52, or 31% changed their status from part time to full time; these 52 students represent 16% of the original 1987 part time cohort.

More part time students on academic probation (58.7%) did not register in 1988 compared to full time students (47.7%). However, the attrition rate for the 1987 part time population on academic probation decreased 20% from the comparable group in 1986.

CONCLUSIONS

The College of Staten Island is particular in several respects, including its island location and its distinctive emergence as a four-year institution from the merger of already existing upper and lower division colleges. It is perhaps a natural extension that these distinguishing features appear in their own form in the make up of the Freshman class. Not without diversity in every aspect, from racial and ethnic composition to academic pursuit, the Freshman class reflects rather evenly the socio-economic blend of the people living within the immediate range of the College. Information about the Freshman classes of 1986 and 1987 reveals certain characteristics from which we may make at least a few generalizations. A profile emerges that applies to large percentages of students who were enrolled here as Freshmen during the previous two years.

Typical CSI Freshmen are 18 years old and live at home with their parents. They work. Many, even full time students, have 20-hour-a-week jobs, and some work full time. They come principally from public high schools in the vicinity, where they did not excel: most graduated with a C average, but a large portion were poor achievers. Most Freshmen are the first generation in their families to attend college. The typical Freshman registers for Fall classes in the late summer, and many register as late as September. It is not clear whether the average Freshman is planning to attain an Associate's degree or a Bachelor's degree, but since most students do not qualify for the Baccalaureate program, almost all are initially enrolled in a two-year curriculum. It is likely that upon entering the College, the CSI Freshman will need remedial or developmental work in at least one of the basic skills: women will more likely than not need some remediation in mathematics. And while chances are that students will register during the first year for the remedial course(s) required, in Math they are not likely to pass.

It is clear from this generalized profile that Freshmen who attend The College of Staten Island face numerous barriers to academic success. Since many are underprepared for college level work, the necessity for remedial courses offering only equated credits, for example, leads to frustration and resistance to advisement, as well as to additional time and money needed to attain the degree. Many feel as though they are in a tunnel with no clear vision of where it is leading or when it will end. This lack of clarity about academic as well as future goals in life represents another barrier. On this subject the literature is clear: students who have poorly defined goals are particularly vulnerable and at a higher risk of attrition.

Compounding an already tenuous situation, since most CSI Freshmen work, they lack the time necessary to devote to their studies, raising one more obstacle. During the first year, many students are not aware of all that will be required of them, and they take on full time college loads while at the same time working 20 or more hours a week. The result is a dangerously low GPA, and this fact of itself bodes ill for future academic achievement, since it greatly increases the possibility that students will give up and drop out. In fact, 70% of students who dropped out in 1987 had a GPA of 1.9 or lower.

These factors figuring so prominently in the profile of such a large percentage of Freshmen must be recognized, understood, and addressed by both the students and the institution in order to make progress. Of course, some factors are not within the domain of the institution as it has no direct control over them, such as the number of hours per week a student works; but even in these cases it may be that we can exert influence by providing timely information and guidance. On other issues, the College must — and does — intervene more aggressively. Special programs addressing the difficulties previously described by means of pre-college preparation, effective and timely remediation, and accurate, enabling advisement, have all yielded encouraging results and have helped to retain the students who participated. In response to the need for more specialized and accurate advisement to Freshmen throughout the institution, a newly designed Freshman Advisement Plan is being tested in Spring 1989. This model incorporates into regular Freshman advisement special attention to the requirements of various sub-populations from advisors with expertise in the special areas, giving priority to certain critical factors immediately upon entry to the College. An important new initiative for Freshmen, the Freshman Advisement Plan promises to be a major advance toward reducing at the outset some of the difficulties our students encounter.

While certain elements in the Freshman profile may deny commonly-held assumptions about who our students are, others will confirm understanding that many in the college community have always had. In either case, it is evident that the degree of college readiness of the average CSI Freshman is one factor which must impinge on his or her future academic success. And in fact, successful academic performance during the first year eludes nearly half the class—more than 48% of full time Freshmen ended the year on academic probation in 1988. While the College is making steady progress in the important, indeed crucial, area of student retention, it is evident that we need now to broaden our focus to include the issue of academic performance.

With these facts in hand, it remains our task to provide the opportunity and to facilitate the means by which our students can share in the promise of education.

Office of Freshman Programs
The College of Staten Island/CUNY